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|  | **MYP Assessment Task** | | **Teacher(s)** | |
| **Subject** | English – Coming of Age | **Grade** | 9 |
| **Student** |  | **Date** | Thursday 20th October 2016 |

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**Assessment Task**

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| (Write instructions/specific task guidelines/ task specific clarifications for students. Make student’ expectations clear)   * **Figurative language analysis**- Your task is to find examples of figurative language used in the text *The Scarlet Ibis*. You must then draw and label a picture that shows the *literal* image created, and explain why this conveys the ideas of the author so effectively. You will need to explain your poster to the class. You will also be assessed on your ability to effectively communicate your ideas to the class as a group. |

**Criterion and Assessment Rubrics**

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| **Criterion A:Analysing**  (Copy all criteria strands and put in **bold** the one(s) to be assessed)  i  ii  iii | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:  provides a **limited analysis** of the figurative language and the effects of the author’s choices on an audience |
| 3-4 | provides **an adequate analysis** of the figurative language and the effects of the author’s choices on an audience |
| 5-6 | provides a **competent analysis** of the figurative language and the effects of the author’s choices on an audience |
| 7-8 | The student:  provides a **sophisticated analysis** of the figurative language and the effects of the author’s choices on an audience |

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| **Criterion C : Producing Texts**  (Copy all criteria strands and put in **bold** the one(s) to be assessed)  i  ii  iii | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student: **sometimes** thinks about **visual devices** & the likely impact on an audience  selects few relevant details & examples |
| 3-4 | The student: thinks **just enough** about visual devices & the likely impact on an audience  selects some relevant details & examples |
| 5-6 | The student: **often thinks** about visual devices & the likely impact on an audience  selects sufficient relevant details & examples |
| 7-8 | The student- **consistently** thinks about visual devices & the likely impact on an audience  selects extensive relevant details & examples |

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| **Criterion D: Using Language**  (Copy all criteria strands and put in **bold** the one(s) to be assessed)  i.  ii  v | |
| **Achievement Levels** | **Descriptor** |
| 0 | The student **does not** reach a standard described by any of the descriptors below. |
| 1-2 | The student:   1. uses a **limited range** of appropriate **vocabulary** and forms of expression 2. speaks in an **inappropriate** register and style that do not serve the context and intention 3. makes **limited and/or inappropriate** use of non-verbal communication techniques |
| 3-4 | The student:  i. uses an **adequate** range of appropriate vocabulary and forms of expression  ii. sometimes speaks in a register and style that serve the context and intention  v. makes some use of non-verbal communication techniques |
| 5-6 | The student:  The student:  i. uses a **varied** range of appropriate vocabulary and forms of expression  ii. speaks **competently**  in a register and style that serve the context and intention  v. makes **sufficient** use of non-verbal communication techniques |
| 7-8 | The student:  The student:  i. **effectively** uses a range of appropriate vocabulary and forms of expression  ii. speaks in a **consistently** appropriate register and style that serve the context and intention  v. makes **effective** use of non-verbal communication techniques |